

State of Idaho

Statewide Summary

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Dr. Marilyn Howard, State Superintendent of Public Instruction

District Characteristics 1998-99

Fall Enrollment 1998-99	244,623	Special Education:	
Average Daily Attendance	230,203	Special Education Students	27,300
Number of Schools (sites):		Gifted and Talented Students.	8,385
Elementary.	367	Number of LEP Students***.	16,324
Secondary	290	National School Lunch Program:	
Number of Schools:		Average Daily Participation.	128,796
Approved.	555	Free and Reduced Meals.	63,651
Approved with Merit.	16	Average Lunch Price - Elementary.	\$1.10
Approved with Warning	2	Average Lunch Price - Secondary	\$1.30
Not Approved.	0	Pupil Transportation Program:	
High School Graduates:		Average Daily Ridership 1997-98.	108,955
High School Diplomas-Regular.	15,716	* Certificates of Completion issued at a district level	
Other Completions*.	31	** GED Attainment (Age 19 and under)	
GED Attainments-Calendar Year 1998**	296	*** Limited English Speaking (LED)	

Superintendent's Highlights

VISION STATEMENT:

We will forge a new and powerful direction for our state and a bright future for its students.

Idaho Schools will be places where all students are motivated to learn and to be intellectually curious with the help of quality instruction and leading-edge technology. Illiteracy will be erased. School environments will be safe, disciplined, and drug-free.

Every student will graduate with character, integrity, skills, knowledge, and responsibility to build a stronger America. Students will develop a profound appreciation for the history of Idaho and our country. A renewed patriotism will arise. The world will look to us for leadership.

Families, communities, and educators will come together to prepare knowledgeable citizens for the world of tomorrow. Our society will be enriched as everyone contributes to his or her well being and that of others.

Excellence will be the standard for students and educators, and all will have access to the tools and services they need to achieve their greatest creative and academic goals. Individuals will be nurtured and respected; each student will live up to his or her greatest potential.

The State Department of Education, for the future of Idaho, commits itself to providing leadership and assistance to achieve this vision.

Progress Towards Meeting State Goals

1998-99 Goals

Progress

Through strong curricular leadership, provide a framework to raise the standards of education statewide.

Continue development of K-12 achievement standards; prepare for Idaho Reading Initiative; collect and disaggregate title I data from state assessments to meet the needs of a variety of students; Administer Comprehensive School Reform grants program.

Promote parental partnerships in education.

Expand SDE web site to make more materials available to parents; continue to incorporate parents as members of SDE-organized committees where appropriate.

Provide leadership and technical assistance to significantly increase the percentage of academically qualified graduates of Idaho schools.

Publish Guide for Starting and Improving Gifted and Talented High School Programs; include G/T section within accreditation report; help LEAs identify at risk populations.

Promote safe, nurturing, disciplined school environments.

Through state workshops and conferences, train school personnel in crisis planning; continue to support school alcohol and substance abuse prevention activities.

Promote sound, cost-effective educational services that demonstrate fiscal and academic accountability by the department and Idaho schools.

Continue developing on-line reporting systems between SDE and districts; compile and distribute comparable statistical information.

Work toward ensuring all students have access to educational services and tools needed to reach their potential.

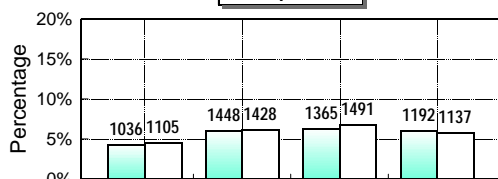
Apply for federal funding to support start-up charter school costs; administer training for personnel who instruct students with disabilities; support Native American and Hispanic Education Committees.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	45.38%	41.75%	87.13%
Black	0.37%	0.30%	0.67%
Hispanic	5.01%	4.73%	9.74%
Nat. Amer.	0.65%	0.60%	1.25%
Asian	0.61%	0.60%	1.21%
Total	52.02%	47.98%	100.00%

Dropouts



Year	Grd. 9	Grd. 10	Grd. 11	Grd. 12
97-98	4.25%	6.06%	6.35%	6.03%
98-99	4.54%	6.14%	6.86%	5.82%

Numbers in graph represent actual dropout counts per grade

Financial Information 1998-99

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$265,432,742	23.39%	\$352,205,067	23.64%
Other Sources	29,123,793	2.57%	173,293,780	11.63%
State	834,468,423	73.52%	867,400,443	58.23%
Federal	6,029,512	0.53%	96,808,542	6.50%
Total	\$1,135,054,470	100.00%	\$1,489,707,832	100.00%

Supplemental Information:

Property Tax Replacement	\$54,618,886
Lottery Revenues	\$10,277,264
Technology Grant	\$9,978,150

	Total	%	ADA
Expenditures:			
M & O Instruction	\$707,450,638	64.61%	
M & O Support Programs	378,408,710	34.56%	
M & O Other	9,066,802	0.83%	
Total M & O	\$1,094,926,150	100.00%	\$4,756
Total ALL Funds	\$1,439,083,823	100.00%	\$6,251

Tax Levies at 9-1-98

	Total	Per ADA	Rank
Property Market Values	\$55,496,564,717	\$241,077	N/A
Total General M & O Levie	0.004694367		N/A
Total District Levies	0.006246004		N/A

Staff Data 1998-99

District Personnel:

	FTE	ADA to FTE
Elementary Teachers	6,833.58	18
Secondary Teachers	6,561.78	16
Administrators	1,063.53	216
Other Certified Staff	1,202.06	192
Total Certified Staff	15,660.95	15
Total Non-Certified Staff	8,058.21	29

Teachers Salaries:

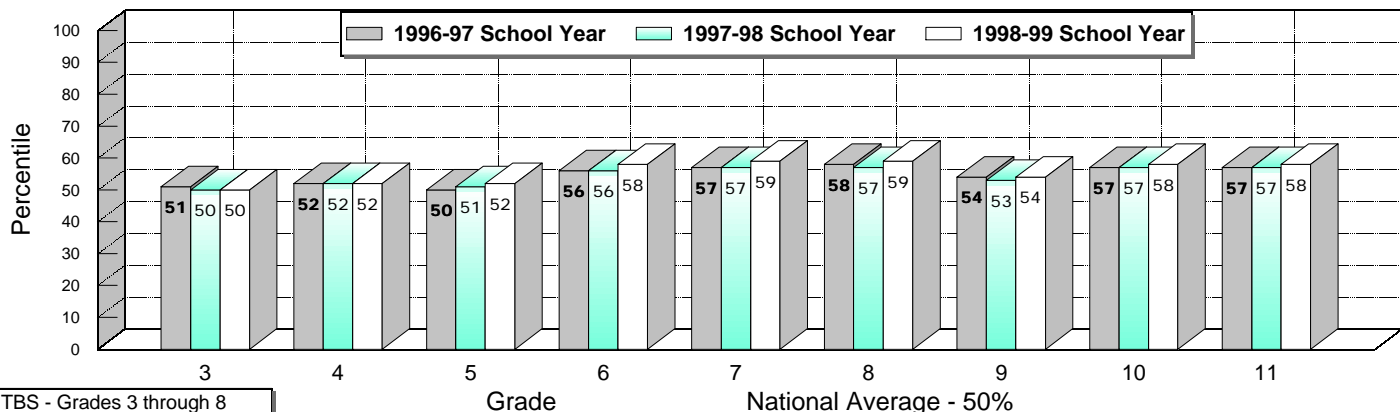
		Rank
Beginning Salary on Schedule	\$20,306	
Highest Salary on Schedule	\$53,036	
Average Elementary Teacher's Salary	\$34,166	N/A
Average Secondary Teacher's Salary	\$33,954	N/A
Average Superintendent's Salary	\$70,894	N/A



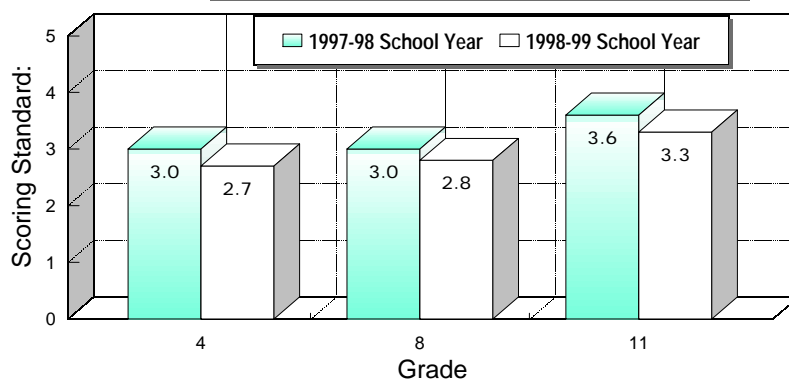
Testing Information 1998-99

Standard Testing Results

ITBS and TAP

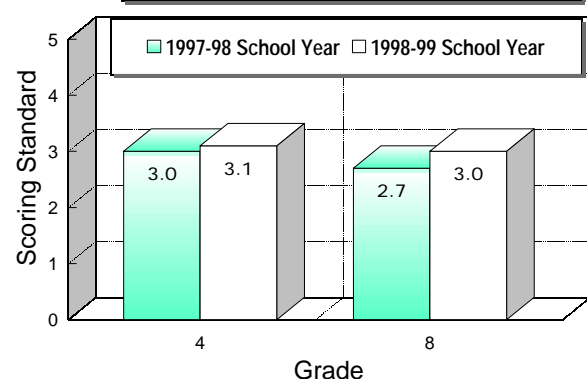


Direct Writing Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal

Direct Math Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal